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| Time Frame | Topic/Unit | Skills/Concepts | Core Standards | Resources |
| Module 1: Number Names(43 days)Module 1 Cont | In Module 1, Kindergarten starts out with solidifying the meaning of numbers to 10 with a focus on embedded numbers and relationships to 5 using fingers, cubes, drawings, 5 groups and the Rekenrek. Students then investigate patterns of “1 more” and “1 less” using models such as the number stairs (see picture). Because fluency with addition and subtraction within 5 is a Kindergarten goal, addition within 5 is begun in Module 1 as another representation of the decomposition of numbers. | * Know number names and the count sequence.
* Count to tell the number of objects.
* Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
* Classify objects and count the number of objects in each category.
 | **K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.**K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).**K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)**K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) | Module 1 Teaching ManualModule 1 Student WorkbooksSmartboard Lessons correlated to the modules |
| Module 2: Two-Dimensional and ThreeDimensional Shapes (12 days) | In Module 2, Students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. During this module students also practice their fluency with numbers to 10. | * Classify objects and count the number of objects in each category.
* Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
* Analyze, compare, create, and compose shapes.
 | **K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. **K.G.2** Correctly name shapes regardless of their orientations or overall size. **K.G.3** Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).**K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). | Module 2 Teaching ManualModule 2 Student Workbooks |
| Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)Module 3 Cont. | In Module 3, students begin to experiment with comparison of length, weight and capacity. Students first learn to identify the attribute being compared, moving away from non-specific language such as “bigger” to “longer than,” “heavier than,” or “more than.” Comparison begins with developing the meaning of the word “than” in the context of “taller than,” “shorter than,” “heavier than,” “longer than,” etc. The terms “more” and “less” become increasingly abstract later in Kindergarten. “7 is 2 more than 5” is more abstract than “Jim is taller than John.” | * Compare numbers.
 | **K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.) **K.CC.7** Compare two numbers between 1 and 10 presented as written numerals. Describe and compare measurable attributes.**K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. | Module 3 Teaching ManualModule 3 Student Workbooks |
| Module 4: Number Pairs, Addition and Subtraction to 10 (47 days)Module 4 Cont. | In Module 4, number comparison leads to a further study of embedded numbers (e.g., “3 is less than 7” leads to, “3 and 4 make 7,” and 3 + 4 = 7,). “1 more, 2 more, 3 more” lead into addition (+1, +2, +3). Students now represent stories with blocks, drawings, and equations. | * Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
 | **K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.)K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. **K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1). **K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings and record the answer with a drawing or equation. **K.OA.5** Fluently add and subtract within 5. | Module 4 Teaching ManualModule 4 Student Workbooks |
| Module 5: Numbers 10–20 and Counting to 100 (30 days)Module 5 Cont. | After Module 5, after students have a meaningful experience of addition and subtraction within 10 in Module 4, they progress to exploration of numbers 10-20. They apply their skill with and understanding of numbers within 10 to teen numbers, which are decomposed as “10 ones and some ones.” For example, “12 is 2 more than 10.” The number 10 is special; it is the anchor that will eventually become the “ten” unit in the place value system in Grade 1. | * Know number names and the count sequence.
* Count to tell the number of objects.
* Work with numbers 11-19 to gain foundations for place value.
 | **K.CC.1** Count to 100 by ones and by tens. **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **K.CC.5** Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.**K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two three, four, five, six, seven, eight or nine ones. | Module 5 Teaching ManualModule 5 Student Workbooks |
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